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## CeTEAL News, July/August 2016

CeTEAL, Coastal Carolina University

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# CeTEAL<sup>News</sup>

## Center for Teaching Excellence to Advance Learning

Faculty Focus: Global Perspectives

July/August 2016

### Chants Reach Out, Engage and Make History in Cuba

*Gillian Richards-Greaves, assistant professor of anthropology, Edwards College of Humanities and Fine Arts*

In August of 2015, I had the privilege of accompanying Coastal Carolina University's men's basketball team (the Chants) to the island of Cuba, where they competed against the Cuban national basketball team and engaged in various community outreach events. The Chants are the first NCAA men's basketball team to play on the island.



Although I am an assistant professor of anthropology at Coastal Carolina University, it was my first time meeting the Chants and other members of the group. I therefore occupied an insider-outsider status, which afforded me the unique opportunity to draw on my training as a cultural anthropologist to observe the Chants in a new environment and to examine the cultural and political dialectical influences between American and Cuban cultures. Moreover, growing up in Guyana (a member nation of the Caribbean Commonwealth, CARICOM) and being able to speak, read and write Spanish enabled me to effortlessly adjust to the new environment and straddle the Cuban-American divide.

#### Culture shock

From the time the Chants stepped off the plane until they returned to Tampa, Fla., seven days later, they experienced one culture shock after another. According to anthropologist Kalervo Oberg, "Culture shock is precipitated by the anxiety that results from

*Continued on Page 4*



*Chants pose with children from the basketball clinic in Havana, Cuba.*

### CeTEAL Celebrates Faculty and Staff

*CeTEAL Staff*

On April 19, CeTEAL held its annual CeTEAL Celebration to recognize faculty and staff who completed certificate programs and contributed their time and expertise to CeTEAL this past year. The celebration...

*(article on Page 2)*

### Teaching with a Global Perspective

*Alejandro Muñoz-Garcés*

In a globalized world such as the one we live in, when it is easier than ever for people to move across borders, and economies are increasingly more interdependent, institutions of higher education have the responsibility...

*(article on Page 3)*

### Why Do We Travel Abroad?

*Stephen Firsing and John Delport*

I ask myself the question every time I travel abroad: Why do I travel abroad? I used to think I primarily traveled abroad to learn about other people, other cultures and other ways of living...

*(article on Page 3)*

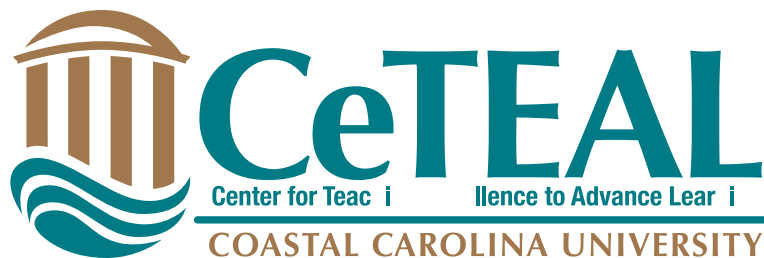
### Cultural Perspectives on Academic Integrity

*Tracy Gaskin*

As the number of international students enrolled in CCU classes increases, so does the need for faculty to understand more about how different cultures view plagiarism. We are most familiar with...

*(article on Page 3)*





## CeTEAL Celebrates Faculty and Staff!

On April 19, CeTEAL held its annual CeTEAL Celebration to recognize faculty and staff who completed certificate programs and contributed their time and expertise to CeTEAL this past year. The celebration was held in the LeForce Suite at the HTC Center. President David DeCenzo and Provost Ralph Byington presented certificates and letters of recognition.

The staff of CeTEAL would like to thank everyone who contributes their time, effort and talents to making CeTEAL a success. Thank you for presenting and attending sessions, writing newsletter articles and sharing your ideas.



The members of University College received certificates for completing CeTEAL's Distance Learning Institute. Left to right: Michele Everett, Agatha O'Brien-Gayes, Ralph Byington, Matthew Wood, Brandi Neal, Scott Pleasant, Nelljean Rice and Jeremy Killian.



CeTEAL session presenters were recognized by Provost Byington. Front row (left to right): Amy Fyn, Yun Sil Jeon, Jamia Richmond, Jennifer Hughes, Charmaine Tomczyk, Agatha O'Brien-Gayes and Scott Pleasant. Back row (left to right): Denise Paster, Matthew Wood, Nicholas DeStefano, Ralph Byington, Allison Faix, Fredrick Wood, Chad Smith and Robert Young.

To see more photos of the CeTEAL Celebration, visit CeTEAL's website: [coastal.edu/ceteal](http://coastal.edu/ceteal).

## FROM THE DIRECTOR

Dodi Hodges, Ph.D.

Hola! Hallo!  
Kon'nichiwa! Ciao!  
Bonjour! In case  
you have not  
guessed it, this  
issue of CeTEAL  
News takes a look  
at the world from a  
global perspective.



Our faculty are helping students broaden their world perceptions by offering programs and courses in locations from Europe to South Africa, from the Caribbean to China. Our international studies program provides the faculty with opportunities to take experiential learning to the next level. Inside this issue, faculty will share with you some of the experiences they have had and what they hope students will take away from their journeys.

While our focus is on student learning, can you imagine what the faculty are learning from these experiences as well? Study abroad opportunities allow faculty to see locations around the world through the eyes of our students. The faculty writers in this issue of CeTEAL News share how their students reacted to new world experiences, but they have also shared some of their own new perspectives.

Global experiences allow students to think about how different cultures relate to their own. Faculty are engaged in helping our students learn from these experiences. Many of us went into teaching because we learn so much from our students. Traveling the globe with our students allows us to see the world through their eyes.

We hope you enjoy reading this issue of the CeTEAL News and hope it helps all of us learn to think and learn globally.

If you have participated in a study abroad program and would like to share your story, contact Tracy Gaskin at [tgaskin@coastal.edu](mailto:tgaskin@coastal.edu).

-Dodi

# Faculty Focus: Global Perspectives

## Why Do We Travel Abroad?

*Stephen Firsing, assistant professor, Department of Health Sciences, College of Science, and John Delpont, assistant professor, Department of Middle Level, MAT, Special and Physical Education, Spadoni College of Education*

### Stephen Firsing:

I ask myself the question every time I travel abroad: Why do I travel abroad?

I used to think I primarily traveled abroad to learn about other people, other cultures and other ways of living. But the honest truth is that feeling is slowly changing, or evolving, perhaps.

Lately, I have felt that my most recent travels abroad have taught me more about who I am, what I believe in, how I define myself, and how I want to live my life now and into the future. Traveling abroad has honestly allowed me to open my mind and my senses in a way that I never imagined possible.

Recently, I traveled abroad for three weeks with my good friend and colleague John Delpont. We traveled to South Africa and Swaziland with 24 CCU students. His remarks about the question "Why do we travel abroad?" are below.

### John Delpont:

I have a similar outlook to Stephen in regards to why traveling abroad, or into the "worlds of others," is so critical. One of my favorite feminist scholars, Maria Lugones, describes "world traveling" as the ability to travel into the world of others – in her case figuratively – and explore their worlds to better know them as well as your position in society. We need to be "world travelers" to increase our ability to understand the world we live in – cruel, beautiful and complicated.



A dream of mine, since I serendipitously came to the USA to play rugby, has been to take a group of people to the home of my birth, South Africa, an aesthetically pleasing, dynamic country with a wonderful diversity of people and cultures. It is also a land with deep-rooted cruelty and oppression.

In the case of our Maymester study abroad program to South Africa and Swaziland, we were able to both literally and figuratively travel into the world of others and thus better understand ourselves while exploring other worlds.

As faculty, we are accountable in helping develop graduates who are leaders in the local, national and global context, and I believe this trip helped facilitate this. For these graduates to be leaders, they need to be challenged to travel into the worlds of others. Our study abroad program to South Africa and Swaziland immersed them as "the other," and my hope is that they, like Stephen eloquently pointed out, look differently at their own world and how they can exert change into their own future careers and lives.

## Teaching with a Global Perspective

*Alejandro Muñoz-Garcés, assistant professor/coordinator for Spanish core curriculum, Department of Communication, Languages and Cultures, Edwards College of Humanities and Fine Arts*

In a globalized world such as the one we live in, when it is easier than ever for people to move across borders, and economies are increasingly more interdependent, institutions of higher education have the responsibility of training bilingual and interculturally astute individuals ready to perform in the global market.

A global perspective is not a subject, but a dimension that runs through the curriculum. Instructors can add it to the content of their courses. At Coastal Carolina University, there are many who have already traveled abroad and brought their global experiences into the classroom.



Those who are willing to gain a global perspective can benefit from the opportunities provided by the Office of Global Initiatives. In Spring 2016, it organized a Fulbright Speaker Series that brought scholars from Russia, China, Senegal and South Korea to campus to enrich University students, faculty and staff.

The Office of International Programs and Services has a Faculty Opportunities section committed to offering support for those instructors interested in acquiring a global perspective. There is an "@Chinese Campus Program" available for those interested.

Another important way of providing students with a global perspective is by having them learn a foreign language and culture. This may inspire them to learn about the world they live in and also provide them with an additional skill set that maximizes their chances of employment in the global market. At CCU, the Department of Strategic Languages and Intercultural Competence teaches an introductory language and culture course that is part of the Core Curriculum requirements. Students can choose to take Spanish, French, German, Italian or Russian for one semester and, if they are interested, can continue enhancing their global perspective by earning a minor in many of these languages.

Instructors from this department, as well as many others at CCU, understand how important it is to give students the opportunity to travel to other countries to experience new cultures. There are always short-term study abroad programs and academic year exchange programs available for those interested.

## Cultural Perspectives on Academic Integrity

*Tracy Gaskin, Center for Teaching Excellence to Advance Learning, Spadoni College of Education*

I recently had an eye-opening experience I wanted to share. A few weeks ago, during a conversation in an online class, I had the opportunity to discuss the concept of academic dishonesty with a group of fellow educators from different cultural backgrounds. We were discussing the challenges of coping with cheating and plagiarism in a distance learning environment. One of the issues we explored was the cultural differences in what is considered plagiarism.

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# Faculty Focus: Global Perspectives

## Cultural Perspectives on Academic Integrity

*Continued from Page 3*

During my discussion with this diverse group of educators, I learned that some cultures do not see copying someone else's text as cheating, but rather as a form of respect – "Who am I to think I could say it better?" – or as an appropriate use of public information – "Information cannot be owned." I had never looked at the issue from these perspectives, but for some of my fellow global educators, these perceptions are common in their classes.

As someone raised and educated in a Western culture, I have a Western-inspired view of plagiarism. I have been taught the rules to avoid plagiarism – cite your sources, use quotations, etc. – and I have always tried to follow those rules. As a teacher, I have always expected my students to understand and to follow those rules, as well. But now I wonder, am I being fair to my international students? How do I hold students accountable for a set of rules that may not have been part of their education and are not part of their cultural understanding?

My plan is to make sure all my students have the knowledge they need to make appropriate choices in my class. My first step will be to provide my students with clear information on what constitutes academic integrity in our class. I will include a tutorial to help them understand what is considered plagiarism and how to avoid it. Many students do not have more than a vague understanding of plagiarism, even students educated in this country.

Second, I will explain my response to instances of cheating and plagiarism and the possible consequences students face. If students have a clear understanding of the results of their actions, they may be more motivated to learn how to properly cite sources and comply with academic integrity standards.

Finally, I will provide opportunities for students to use the Turnitin tool in Moodle to review their own first drafts for plagiarism. Allowing students to see examples of plagiarism in their own work may help them learn to recognize it in the future.

If you are interested in providing your students with more information about plagiarism, try the tutorials listed below:

- [www.lib.usm.edu/legacy/plag/plagiarismtutorial.php](http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php)
- [www.indiana.edu/~academy/firstPrinciples/index.html](http://www.indiana.edu/~academy/firstPrinciples/index.html)

## Chants Reach Out, Engage and Make History in Cuba

*Continued from Page 1*

losing all our familiar signs and symbols of social intercourse" (1960), and encompasses confusion, low self-esteem, surprise and disgust. As we strolled into the Havana airport, Spanish spoken with the Cuban drawl permeated the air and rendered us outsiders virtually silent. Outside of the airport, vintage cars from the 1950s, which are collectibles for many wealthy Americans, lined the streets and served as taxis or personal automobiles. As we drove through the streets of Havana, the Chants were flabbergasted by the impressive yet dilapidated structures that amounted to mere shadows of once beautiful and imposing buildings. As they walked the streets, local Cubans called out to them, shook their hands and treated them like celebrities.

While these initial cultural differences were striking, it is technological limitations that posed one of the greatest challenges for the players, as they quickly realized that they could not use their phones and computers unless they purchased "air time." However, even after they purchased air time, there was little guarantee that they would get the quality of internet service they were used to in the United States. Nevertheless, the Chants rolled with the punches; they quickly adjusted to every new cultural experience and made the best of it.

### Adjusting

It was extremely fascinating to observe the ways that the players adjusted to life in Cuba by engaging in activities that required limited technology. During dinnertime, for example, many of the players—who would usually go to their rooms and talk on their phones, play video games or surf the internet—sat around and talked with each other and the coaches. Also, when they were not at basketball practice or in competition, they took the time to take short strolls around the neighborhood. The players were also actively engaged in the salsa lessons that were organized as part of the trip. Although most of them had never danced salsa, they put aside their pride, risked embarrassment and became proficient enough to earn a certificate at the conclusion of the program.

Many of the Chants also began learning Spanish or sharpening their Spanish language skills in order to communicate with Cubans. Their language skills came in handy during the second game against the Cuban national team when one of the Cuban players shouted "cabeza, cabeza" to his teammate. At that point, Chant Tristian Curtis yelled out to Shivaughn Wiggins, "That means head!" Shivaughn replied, "Thanks, man." Due to a quick on-court translation, the players were able to appropriately adjust their defensive strategies. In just a few days, the Chants had sharpened their defense against the Cubans by playing a bilingual game and assisting each other in the process.

One of crucial ways that the Chants demonstrated adaptation to their new environment was during the basketball clinics they executed for the neighborhood children. The Chants conducted two clinics, one in Havana and one in Varadero. I attended the clinic in Havana and felt an extreme sense of pride at the manners in which the players conducted themselves and treated the children. After Coach Cliff Ellis



*Children at basketball clinic in Havana, Cuba, practice a two-ball dribbling routine.*

gave the community a brief overview of the clinic, the players and coaches greeted the children and briefly interacted with them. Coach Ellis then asked several Chants to demonstrate various dribbling, passing and shooting techniques, after which the children followed suit. As the children demonstrated the techniques, the Chants provided encouragement, positive feedback and high fives.

At the conclusion of the clinic, it was as though the players had known the children all along; they casually chatted with the children and even hoisted them onto their shoulders during the group photo. While the

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# Faculty Focus: Global Perspectives

rain forced the players and the children to wrap up their goodbyes, it was evident that the Chants and the children at the basketball clinic in Havana had positively impacted each other's lives.

## Witnessing history: Raising the Stars and Stripes

On Aug. 14, we prepared to leave the island of Cuba and return to the United States. However, this was also the day when the American flag was to be hoisted at the U.S. Embassy in Havana, signaling a new era in American-Cuban diplomatic relations. We arrived at the embassy around 9:30 a.m. and were quickly ushered passed throngs of people who lined the streets behind barricades, waiting patiently for the proceedings to begin.

As we entered the embassy gates, we were given a Cuban-American double flag pin as well as a silver lapel pin as souvenirs. Once through the embassy gates, we stood close to the steps, not far away from the door through which Secretary of State John Kerry would later emerge. As we looked up, we saw crowds of people, including media personnel from all over the world, on the verandas of tall buildings and scaffold-like structures erected for the occasion. Large Cuban flags draped the buildings as people chatted and waited in anticipation.

A few minutes after 10 a.m., Secretary Kerry emerged from the embassy to resounding applause. After the announcer welcomed attendees in English and Spanish, Richard Blanco, the fifth presidential inaugural poet, was invited to the podium, where he recited a poem entitled "Matters of the Sea" ("Cosas del Mar"). Following the poem, the national anthem of the Republic of Cuba was played, and at its conclusion, the Cubans shouted, "Viva! Cuba!" Secretary Kerry then gave a short address in Spanish and English, during which he referenced the historical events that fractured American-Cuban relations; articulated his hope for future diplomatic relations; and acknowledged the inherent challenges of the process which he regarded as a "healing mission."

After he concluded his remarks, Secretary Kerry invited Larry Morris, Jim Tracy and Mike East—the three Marines who had lowered the American flag in 1961—to present the Stars and Stripes to the Marines who would now raise the flag.

As the U.S. flag ascended the pole, The Star Spangled Banner began to play and the gravity of the event, of history in the making, gripped me and I was overwhelmed with emotion. I saw tears in the eyes of many Americans standing close by, and some just let the tears roll down their cheeks. The experience of seeing the American flag hoisted and witnessing Americans and Cubans alike crying was surreal. At the conclusion of the ceremony, two American women who had just met for the first time began hugging each other and crying. One of the women then quietly stated, "I never thought I would see this day!" The only way I can describe the mood at the end of the ceremony was hopeful.



*An unidentified Cuban woman gives a Cuban flag to Coach Ellis and thanks him.*

As we walked out of the embassy gates and began making our way back to our bus, the people gathered on the tall buildings began calling out to us and waving. As we approached the street where large crowds stood behind the barricades, various individuals reached out their hands to shake ours. Coach Ellis walked along the barricades shaking hands and at several intervals, stopping to give interviews with news organizations from around the world. As we were almost in the clear, an elderly woman carrying a tiny Cuban flag walked up to Coach Ellis and thanked him. After shaking his hand, she handed him the small Cuban flag to show her gratitude. He thanked her, and we continued on toward our bus.

## Concluding thoughts

As we made our way to the airport, I reminisced on the plethora of experiences I had on the island and how those experiences will forever change my worldview. I felt particularly proud of the mature and professional manners in which the CCU men's basketball team conducted themselves when confronted with drastic cultural changes, including culinary and

linguistic differences. Their willingness to adapt to new environments, circumstances and restrictions; their enthusiasm in working with the children of the community; and their selflessness in sharing their personal belongings with individuals they had recently met demonstrated an elevated level of humanity that I found particularly refreshing.

For many of the Chants, the trip to Cuba was an enlightening experience that motivated them to be thoughtful, conscientious citizens. Above all, the Cuba trip enabled the Chants to make history by being the first NCAA men's team to play on the island, and to be a part of history by witnessing the raising of the Stars and Stripes in Havana as the United States and Cuba work to normalize diplomatic relations after 54 years.

## Reference

Oberg, Kalervo. 1960. Culture Shock: Adjustments to New Cultural Environments. *Practical Anthropology* 7: 177-182.

## Coastal Carolina University Presents at ASCUE Conference

In June, CCU participated in the annual Association Supporting Computer Users in Education (ASCUE) national conference in North Myrtle Beach. Lecturer David Doerring from the Wall College of Business and Tracy Gaskin from CeTEAL presented "An ASCUE 'Cool Tool' Comes Full Circle," describing the use of a web-development tool to promote student engagement in a management information systems class.

Matthew Tyler, a student in CCU's education specialist degree program and a graduate assistant in the CeTEAL office, presented "Fighting 'Learner Engagement Deficit Disorder' Via Formative Assessment Tech Tools," providing attendees with strategies for using tech-based formative assessment to engage students. In addition, Tyler and Jean Bennett, instructional designer in CeTEAL, presented a hands-on workshop titled "Tools for Assessment."

Bennett, who serves as the secretary for ASCUE, wrapped up the conference with the session "Digital Badges: Credentialing Professional Development," describing the digital badging program she designed and deployed for CeTEAL.



# Resources & Tips

In each newsletter, CeTEAL includes a page of resources and tips. If you have teaching tips, technologies or ideas you would like to share with fellow faculty, please email them to [cetealnews@coastal.edu](mailto:cetealnews@coastal.edu).

## More Quick Tips for the CCU Website Redesign

Tips provided by Anne Monk, digital content manager, Information Technology Services

### Explore Blocks Links

When using the content types 2015 Inner page Explore blocks #1 or Inner page Explore blocks #2, the images you select to appear in the boxes may not be visible on tablets or on mobile devices. What will appear is a clickable link showing whatever is typed in the Block Link Text field. It's important that the text describes the link. If the text only says "Click here," the user won't know where the link will lead without clicking on it.

### Media Library

Images must be specified sizes for use in most of the content types in the redesign. It's optimal to have the images sized accordingly prior to adding them to the new Media Library rather than using the edit option in t4.

When saving images as .jpgs, please do not include spaces in the name of the image (example: use ccucampus.jpg or ccu\_campus.jpg, not ccu campus.jpg). The .jpgs with spaces in their names are not recognized by t4 in some content types.

The Media Library is accessed from the grey Content tab in the horizontal menu in the red area at the top of the page. There is a unique media library for all pages in the new format. Here's the path: 2015 CCU Website > Content Assets > Images. A specific folder has been created for each area and includes subfolders based on image sizes. Because all t4 moderators have access to use images in the Media Library, please make sure that you add images in the correct folder. If you need help with identifying images, contact Judy Johns in campus photography at 843-349-2923 or [jjohns@coastal.edu](mailto:jjohns@coastal.edu).

### About Image Sizes

1400 x 450 Hero Image

1200 x 535 Hero Carousel Slides

983 x 672 General Carousel Slides

760 x 760 General Purpose Images: Profiles, Explore Blocks, Faculty Showcase, News, Events

## TEAL TIPS

Style, grammar and punctuation tips from the University editor ([editor@coastal.edu](mailto:editor@coastal.edu) or extension 6524)

Coastal Carolina University uses The Associated Press Stylebook as the guideline when proofing materials; however, we do have our own set of rules that we follow and have been known to bend the rules from time to time on a case-by-case basis. That set of rules can be found here: [coastal.edu/universitycommunication/brandstandards/standards.html](http://coastal.edu/universitycommunication/brandstandards/standards.html).

**Note:** Effective June 1, 2016, the Associated Press no longer capitalizes internet or web as proper nouns. The University style guide has been updated to reflect this change.

### Capitalizing Titles and Positions

Capitalize and spell out formal titles when they precede a name; however, put titles after a name in most cases. Use lowercase elsewhere.

Examples:

- Roy Talbert, professor of history (preferred)
- history professor Roy Talbert
- Karen Aguirre, associate professor of biology
- Dan Ennis, dean of the Thomas W. and Robin W. Edwards College of Humanities and Fine Arts
- Dean Dan Ennis
- Vice President of University Communication Bill Plate
- Bill Plate, vice president of university communication

Exception: Named and endowed chairs and professorships are always capitalized.

Example: Sara Sanders, Kearns Palmetto Professor and professor of English at Coastal Carolina University.

**Note:** Only individuals with an M.D. are referred to as Dr. and then only on first reference. People with Ph.D.s or Ed.D.s are not referred to as Dr. If mention of degrees is necessary, place the degree after the name, set off by a comma: Pamela Martin, Ph.D.

## Global News and Blogs

### Our Global Voices

*Our Global Voices* is a blog from the Centers for Disease Control and Prevention (CDC) that aims to raise awareness of health issues around the world. Learn about issues such as clean water and global health security at [blogs.cdc.gov/global](http://blogs.cdc.gov/global).

### Global Voices

*Global Voices* is a news website produced by a international volunteer community that reports on information from news stories, blogs, social media, and other sources and translates it into more than 35 languages. Visit [globalvoices.org](http://globalvoices.org).

### Opening Minds

*Opening Minds* is a blog produced by the Institute of International Education (IIE) to exploring global trends and issues affecting higher education. Learn more and see a list of additional blogs at [www.iie.org/blog](http://www.iie.org/blog).

### Recommendations

Do you have a favorite blog that helps you with teaching, research, technology, etc.? We would love to share it. If you have a blog to recommend, please send the name of the blog and why you recommend it to [cetealnews@coastal.edu](mailto:cetealnews@coastal.edu).



# CeTEAL Faculty Development Schedule

To see our complete schedule, visit [coastal.edu/ceteal](http://coastal.edu/ceteal).

## Effective Teaching

**Learner-Centered Teaching: Giving Students Choices**  
July 11, 11 a.m.

**Effective Teaching: Classroom Instruction Methods**  
July 11, 2 p.m.  
July 28, 2 p.m.

**Effective Teaching: Assessment Strategies**  
July 14, 2 p.m.

**Effective Teaching: Course Design and Preparation**  
July 21, 2 p.m.

**Effective Teaching: Integrating Instructional Technology**  
Aug. 4, 2 p.m.

**Teaching Effectiveness Institute Overview**  
Aug. 9, 10:30 a.m.  
Aug. 18, 11 a.m.  
Aug. 29, 1 p.m.

**What to Do the First Day of Class**  
Aug. 9, 3 p.m.

**Five+ Active Learning Techniques that You Can Use Tomorrow**  
Aug. 10, 9:30 a.m.

**Creating Effective Mini-lectures to Promote Active Learning**  
Aug. 11, 9 a.m.

**Classroom Management: Dealing with the Eight Most Annoying Behaviors**  
Aug. 11, 11 a.m.

**Planning a Class: The Basics**  
Aug. 11, 1 p.m.

**The Flipped Classroom: Rethinking Your Class Time**  
Aug. 11, 3 p.m.

**Classroom Management and Motivation**  
Aug. 26, 1 p.m.

**Case-Writing Circle: The Whole Academic Package (Week 1)**  
Sept. 9, 1 p.m.

**Case-Writing Circle: The Whole Academic Package (Week 2)**  
Sept. 23, 1 p.m.

## Special Sessions

**How to Get Students to Hack Your Syllabus**  
Aug. 8, 11 a.m.

**Getting Ready for the Semester: What Faculty Need to Know**  
Aug. 10, 1 p.m.

**Pre-New Faculty Orientation: Getting Started at CCU and an Overview of Benefits**  
Aug. 15, 9 a.m.

## Leadership/Service

**Planning Your Semester**  
Aug. 9, 1 p.m.

**Effectively Using Electives to Satisfy the Core**  
Aug. 10, noon

**Instructional Coaching - Observing the Class**  
Aug. 31, 1 p.m.  
Sept. 1, 9:25 a.m.

**Instructional Coaching - Holding the Post Observation Conference**  
Sept. 7, 1 p.m.  
Sept. 8, 9:25 a.m.

## Roundtable/Discussion

**Book Talk - Dear Committee Members (at Eggs Up Grill)**  
July 26, 12:30 p.m.

## Assessment/Evaluation

**How to Write Student Learning Outcomes**  
Aug. 23, 1:40 p.m.

**Rubrics Simplified**  
Aug. 30, 1:40 p.m.

## Technology/Moodle

**Introduction to Moodle**  
Aug. 8, 8 a.m.  
Aug. 8, 6 p.m.  
Aug. 17, 9 a.m.

**Moodle Gradebook (Basics)**  
Aug. 8, 9:30 a.m.  
Aug. 10, 6 p.m.  
Aug. 17, 11 a.m.

**CCU Tech Tools: What Faculty Need to Know**  
Aug. 8, 12:30 p.m.

**Echo360 Video Lecture Capture**  
Aug. 8, 2 p.m.

**Creating a Stress-Free Moodle Gradebook**  
Aug. 9, 8 a.m.  
Aug. 18, 9 a.m.

**10 Tools for Organizing Your Moodle Course**  
Aug. 9, 9:30 a.m.

**Exploring Moodle Options for Assignments**  
Aug. 10, 8 a.m.

**Moodle Testing**  
Aug. 17, 1 p.m.

**Moodle Intensive (Workshop)**  
Aug. 20, 9 a.m.-noon  
Aug. 27, 9 a.m.-noon

## Distance Learning

**Applying the QM Rubric Workshop (all day)**  
July 7, 8:30 a.m.-4:30 p.m.

**Managing Your Online Workload**  
July 12, 2 p.m.  
Aug. 17, 3 p.m.

**Distance Learning – Course Design and Preparation**  
July 13, 2 p.m.

**Distance Learning – Applying the Quality Assurance Inventory to Your Online Class**  
July 20, 2 p.m.

## Scholarship/Research

**Master Writing Circle 17 - Introduction**  
Aug. 22, 3 p.m.

**Writing Circle 18 - Introduction**  
Aug. 23, 9:25 a.m.

**Master Writing Circle 17 Week 1: Designing a Writing Plan**  
Aug. 29, 3 p.m.

**Writing Circle 18 - Introduction**  
Aug. 30, 9:25 a.m.



# CeTEAL Services and Resources

## Professional Development Sessions

CeTEAL offers professional development sessions in the following areas: effective teaching, assessment and evaluation, scholarship and research, leadership and service, technology, and distance learning. In addition to the sessions offered by CeTEAL staff, we host sessions led by individuals and offices across campus on topics such as grant writing, student advising, intellectual property and copyright issues, course and program development, and more. For more information, contact Tracy Gaskin.

## Instructional Observations for Classroom Teaching

CeTEAL trains and coordinates a cadre of instructional coaches who are available to provide classroom observations and recommendations for faculty who request them. The process is confidential and strength-based. To request an observation, contact Dodi Hodges or Jenn Shinaberger.

## Quality Assurance Reviews for Online Classes

For faculty who are seeking to develop quality online courses, including those who are going through the process to receive a COOL grant, CeTEAL offers quality assurance reviews based on the Quality Assurance Inventory associated with Coastal Carolina University's distance-learning policy. For more information, contact Jean Bennett.

## Individual Consultations

CeTEAL staff are available for individual consultations on a variety of topics, including instructional design for in-class and online courses, using technology for teaching, effective teaching techniques, promotion and tenure activities, research and scholarship activities, and more. For more information, contact Tracy Gaskin.

## Certificate Programs

CeTEAL offers several certificate programs. For more information on these programs, visit [coastal.edu/ceteal](http://coastal.edu/ceteal).

- **Teaching Effectiveness Institute**
- **Online Course Design Coach**
- **Instructional Coaching**
- **Assessment Institute**
- **Distance Learning Institute**

## CeTEAL Online Resources

- **CeTEAL website:** [coastal.edu/ceteal](http://coastal.edu/ceteal)
- **Moodle Guide for Faculty:** [libguides.coastal.edu/moodlefaculty](http://libguides.coastal.edu/moodlefaculty)
- **Associated Faculty Orientation:** [libguides.coastal.edu/afo](http://libguides.coastal.edu/afo)
- **Contingency Instruction Resources:** [libguides.coastal.edu/contingency](http://libguides.coastal.edu/contingency)

## CeTEAL Newsletter

CeTEAL News was created to share information with faculty and to highlight faculty accomplishments, activities and research. If you are interested in contributing to the newsletter, please contact Tracy Gaskin at [cetealnews@coastal.edu](mailto:cetealnews@coastal.edu).

## CONTACT CeTEAL STAFF

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## CeTEAL ADVISORY BOARD

*The CeTEAL Advisory Board meets twice a year to review CeTEAL activities, plans and policies.*

**Margaret Fain - Kimbel Library**  
 Librarian / Director of Core Curriculum

**Malvin Porter - Spadoni College of Education**  
 Assistant Professor, Leadership, Technology and Foundations

**Marvin Keene - Wall College of Business**  
 Professor, Finance and Economics

**Denise Davis - Advising**  
 Academic Adviser

**Denise Paster - Edwards College of Humanities and Fine Arts**  
 Coordinator of Composition / Assistant Professor, English

**Brett Simpson - College of Science**  
 Associate Professor, Physics and Chemistry

**Position Open — University College**

**Louis Keiner - Ex Officio**  
 Associate Professor, Physics and Chemistry

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